

2

Organization

“Herding cats.....The art of getting those ideas together, heading them out on the trail with a great sendoff; creating sequence, transitions, and a fine sense of pacing along the way; and, at the end of the drive, rounding them up.....”

6+1 Traits of Writing
Ruth Culham

Laura Terrill, HEB 2014

An unusual event.....

3

1. Write an interesting topic sentence.



Sentence 2

Sentence 3

Sentence 4

2. Write a solid closing sentence.

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4



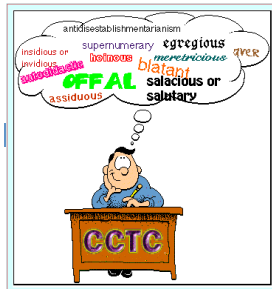
It was a dark and stormy night when Zapata met El Chupacabra.

—
—
—

Sadly Zapata learned too late that nightmares do come true.

Laura Terrill, HEB 2014

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Word Choice

“Word choice is about the use of rich, colorful, precise language that communicates.. in good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, it moves you to a new vision of things. In narrative writing, it creates images in your mind that are so real, you feel like you are part of the story itself.”

6+1 Traits of Writing
Ruth Culham

Laura Terrill, HEB 2014

Acrostic Poetry

6

Paris, a dynamic city with
Artistic museums and monuments,
Rich in history
Invites connoisseurs of life to
Sites of great appeal.

<http://www.shadowpoetry.com/resources/wip/types.html>

Laura Terrill, HEB 2014

Cinquain Poetry

7

Subject
 noun, noun
 adjective, adjective, adjective
 short sentence or phrase about the subject
 restate the subject

Paris

museums, monuments
 dynamic, exciting, alive
 a cultural tapestry this
 City of Lights.

Laura Terrill, HEB 2014

Brevette Poetry

8

subject (noun)
 verb (ongoing action, stretched out when typed)
 object (noun)

students
t a k e
tests

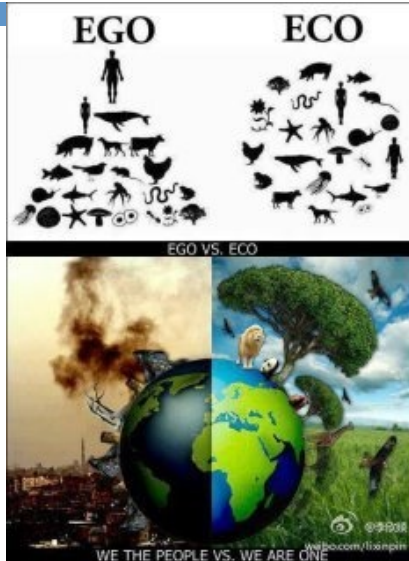
teachers
g r a d e
papers

Summers
g i v e
relief

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Two Voice Poems

9



Laura Terrill, HEB 2014

Two Voice Poems

10

An example poem for two voices
written by NNWP consultant Campbell Pontius

Voice #1:

I am a polar bear
I eat fish
I must swim for my food
But I can't swim forever
When I get tired
I depend upon
Ice caps.

Voice #2:

I am an SUV
I guzzle petroleum
People pump mine
I burn gas pretty fast
When I pollute
I begin to destroy

http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf

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Conventions

“Students in classes where conventions are valued over everything else get a distorted view of writing... Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions.”

Ruth Culham

Laura Terrill, HEB 2014

Conventions

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Correct use of all conventions	→	Risk-taking
Writing errors are bad, they are indicators of failure	→	Writing errors are good, they are opportunities for instruction

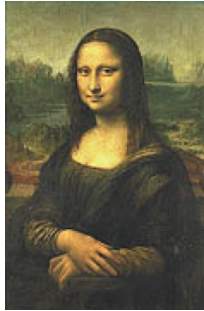
“It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create.”

--Culham

Laura Terrill, HEB 2014

Great Art of France: Virtual Visits

13



Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

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Yesterday – Today - Tomorrow

14

What did
you do?



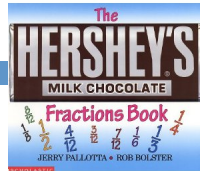
What are
you going
to do?

What are you doing?

Laura Terrill, HEB 2014

Chocolate

15



Quetzalcóatl, representado como la serpiente emplumada, era el dios bondadoso que enseñó a los hombres las artes de la agricultura, la astronomía, la medicina y las artes plásticas.



El Chocolate

16

Desde el principio se consideraba el chocolate un regalo de los dioses. Los aztecas tenían un mito acerca de su origen divino. Según la leyenda, un dios vino a la tierra y trajo una planta de cacao robada del paraíso. Les enseñó a los indios a hacer el chocolate de las semillas. Los indios las tostaron y las molieron para hacer una bebida sabrosa. Los otros dioses castigaron al dios ladrón por lo que hizo: les reveló el secreto suyo.

El Chocolate

17

From the beginning the chocolate was considered a gift from the gods. The Aztecs had a myth about its divine origin. According to legend, a god came to earth and brought a cacao plant stolen from paradise. He taught the Indians to make chocolate from the seeds. The Indians roasted and ground the seeds to make a tasty beverage. The other gods punished the robber god because he had revealed the secret.

Laura Terrill, HEB 2014

Chocolate

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Each student has a page of images. Teacher tells the story, acting out and emphasizing details. Students identify order of images.



Students write a thank you letter to the robber god, thanking them for chocolate.



Students talk about chocolate / hot chocolate, when they drink it, what the weather is like, if they like it or not, if it's healthy for them.

Laura Terrill, HEB 2014

How do people here and in the French-speaking world describe a balanced lifestyle?

19

LE CALENDRIER DU BONHEUR !

LUNDI	MARDI	MERCREDI	JEUDI	VENREDI	WEEK-END
REPOS APRÈS LE WEEK-END	SIESTE	DODO	PAUSE ÉTIREMENT	CURE DE SOMMEIL	C'EST COOL ! RIEN À FAIRE

CHACQUE NUIT, JE FAIS MES 8 HEURES !...

Zone C
Bordeaux, Créteil, Paris, Versailles

Rentrée scolaire des enseignants	lundi 3 septembre 2012	
Rentrée scolaire des élèves	mardi 4 septembre 2012	
Vacances de la Toussaint	samedi 27 octobre 2012	lundi 12 novembre 2012
Vacances de Noël	samedi 22 décembre 2012	lundi 7 janvier 2013

METRO BOULOT DODO

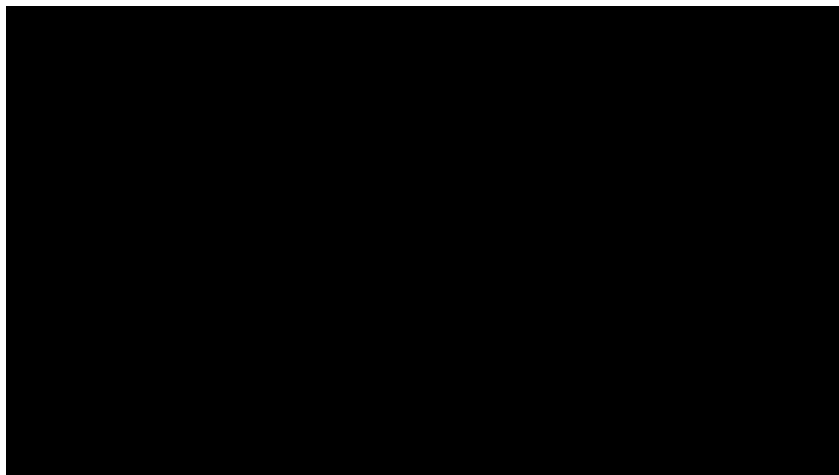
Bien-être

Pause Café

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Ma Vie au Soleil

20



Laura Terrill, HEB 2014

Ma vie au soleil

21



Watch sound off, generate a list of possible words and phrases. Read script, circle any words, write possible title. View again. Expand list of vocabulary based on video.



Give each student an image. Use inner-outer circles. Tell students to ask and answer questions about the images they hold and talk until they find something in common. Rotate.



Create a padlet or use post-its to allow students to post sentences showing what they do to have some balance in their life.

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Performance Assessment

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Presentational

Write a short description as if you are the person in this picture. Write as much as you can.
Include:

- personal details – name, age, nationality, where you are from
- physical traits and personality traits



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Mindset for Lesson Design

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Key Considerations:

- Focus on the modes
- Primacy-recency learning cycle
- 90%+ use of target language
- Comprehensible input
- Planning for transitions
- Enhance Retention and Transfer (Homework)

Teaching is

25



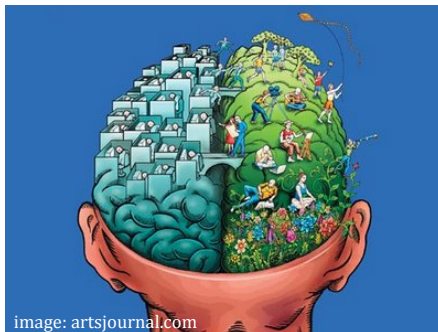
*what occurs
outside the
head.*

Ruby Payne

Laura Terrill, ACTFL ISD 622, 2014

Learning is

26



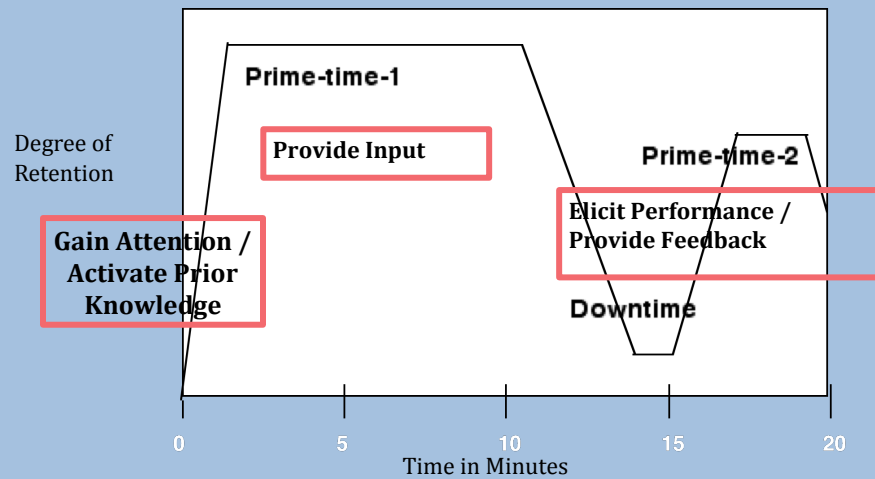
*what occurs
inside the
head.*

Ruby Payne

Laura Terrill, ACTFL ISD 622, 2014

Primacy-Recency

27

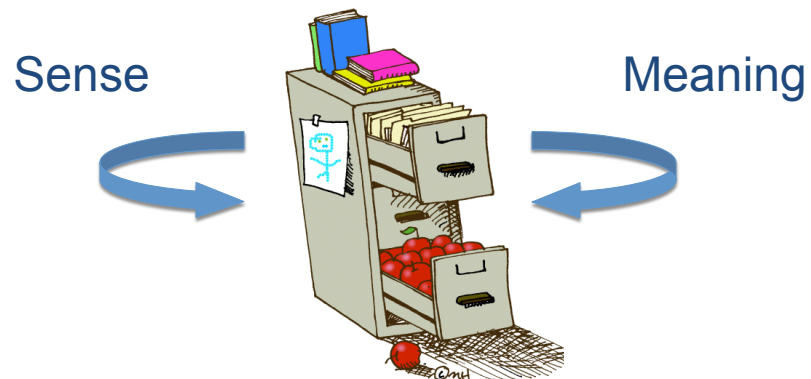


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Adapted from Sousa

Long-term memory

28



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expressing preferences and opinions

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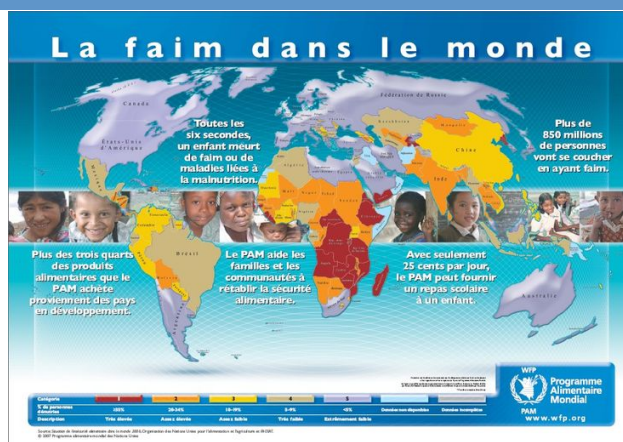
Function (s): **Explain** where and why hunger exists in the world

Accuracy: Prepositions with continents and countries

Laura Terrill, HEB 2014

Gain Attention

30



Students list words and phrases they associate with the image. They attempt to address the question of where hunger exists in the world.

Laura Terrill, HEB 2014

Provide Input:

Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

31

Students read the story of Binta.



Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Il sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

Laura Terrill, HEB 2014

Le Mari de Binta

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Voici le mari de Binta, Djouli. Il est en train d'expliquer au personnel du PAM comment sa famille vit dans le camp de réfugiés de Mbile. Il dit que l'aide humanitaire qu'il a reçu l'a beaucoup aidé mais qu'il est inquiet pour le futur.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

Laura Terrill, HEB 2014

Elicit Performance/Provide Feedback

33

- Ask questions
- Make connections
- Track down most important words
- Make an inference
- Visualize
- Magnet summaries
- Proof for/proof against

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Provide Input

34

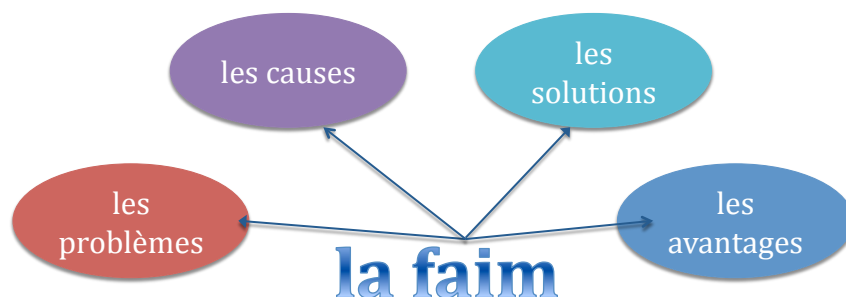
La lutte contre la faim, notre priorité à tous



Laura Terrill, HEB 2014

Elicit Performance/Provide Feedback

35



Students create a graphic organizer using words and phrases from video and reading to begin to develop the vocabulary they will need to talk about the topic.

Laura Terrill, HEB 2014

Elicit Performance/Provide Feedback

36

Quick Write



Using the graphic organizer you created with your group, write for (2) minutes about hunger — problems, causes and solutions. Include your personal thoughts.

Laura Terrill, HEB 2014

Lesson Transitions

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The teacher says...	Learners:
While I take attendance...	write two questions to find out how if your partner is hungry, what he/she ate recently
While I pass out the graphic organizer...	think of ways to complete the following sentence, "Hunger exists because..."
While I answer this student's question...	role-play a (30 second) conversation with your partner. If you run out of things to say, start over.
While I find the picture...	tweet a thought about hunger in the world.
We have one minute left....	use circumlocution to see how many of the following words/phrases you can get your partner to say.

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Enhance Retention and Transfer (Homework)

38

Type of Homework	Learners might
Pre-learning	watch a video or read an article on hunger issues in English.
Checking for understanding	create a visual or find visuals for key vocabulary related to hunger. Post to in class word wall.
Practicing	work with graphic organizer and write sentences by completing various sentence starters.
Processing	write questions they might ask to identify hunger issues in their community.

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"If you want to feel secure,
Do what you already know how to do.

If you want to be a true professional and continue to
grow...

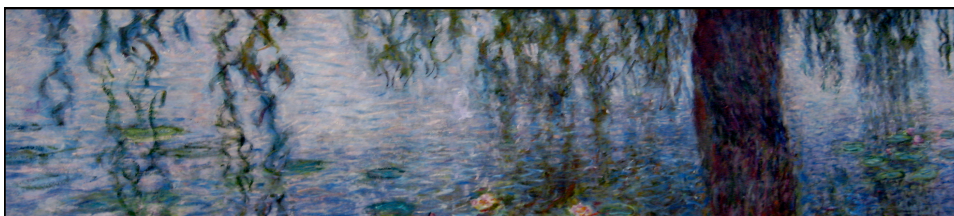
Go to the cutting edge of your competence,
Which means a temporary loss of security.

So whenever you don't quite
know what you're doing,
know you're growing!"

Madeline Hunter 1987

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Laura Terrill, HEB 2014



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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

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